Book Review
Book Title: Deep Learning: Engage the World Change the World
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Deep learning presents shift from traditional to new teaching approach. The new learning approach focuses on creation, and use of knowledge in real life situations. 21st century learners should be engaged in deeper learning to fit into the complex world. Deep learning engages and prepares learners to bring changes in community, society and the world at large cause. Deep learning reviewed here can be a practical guide for teachers to incorporate those ideas and most importantly the 6Cs to engage learners meaningfully through the regular teaching and learning process.

The book contains three broad sections and ten chapters within these three sections. Many insightful topics and authentic case studies from various setting and situation are included. Section One explores engaging the learners in deep learning. There are three chapters under Section One.

Chapter 1: Need for and Attraction of Deep Learning.

There is a need for the learners to engage in deep learning. The authors argue that push and pull functions are least practiced in traditional schooling. Push and pull as change factors play a vital role in the digitalized world where most of the work opportunities are replaced by robots and technologies. Paths to drugs, hopelessness, anxiety and many more problems are on the rise in the younger generation. Therefore, engaging in deep learning is one of the solutions to overcome those destructive trends in youth. Deep learning should take place at schools so that they become a change agent in the world.

Chapter 2: What is deep about Deep Learning?

Acquiring global competencies (6Cs): Character, citizenship, collaboration, communication, creativity and critical thinking defines deep learning in students. There is a development of four domains such as physical, cognitive social and emotional when learners are engaged in deep learning. It enable students to thrive in turbulent, complex times and apply thinking to new situations, and change the world. However, the authors state that a need for platform that challenges, and promotes, stimulates, and celebrates their success. The deep learning happens when there is a lot of interaction, collaboration, asking questions, accessing resources, and giving timely feedback. Therefore, the involvement of leaders and relevant agencies plays a strategic role in accelerating the deep learning to occur.

Chapter 3: Leading Transformation

Leading a transformation is making a whole system coherent. Within the framework of coherence, leadership plays a vital role to bring changes in the system. Focusing on direction is one of the four components whereby the leader has to make a strategic plan, set directional vision, participate as a learner, mobilize the people, and figure out the way forward to achieve a common purpose. Secondly, the leader should cultivate the sense of working in collaboration. Sharing of human resources and expertise are a powerful change that the leaders can make it happen. Deepening the learning is the third component, which focuses on the teaching and learning process, which build capacity to shift from less effective strategies to more effective. Finally, securing accountability is the collective responsibility of all members in the system. Within the framework of deep learning, acquiring of the six global competencies, learning design, partnership, environment, and leveraging digital resources are important factors that facilitates the learning.

Section II discusses making an impact of deep learning on students, educators, families and the greater world. There are six chapters under section II.

Chapter 4: Deep Learning in Action

The detailed elaboration on implementation of 6Cs around the world is explained through different situation and settings. When most of the work has been taken over by technologies, knowing how to build and use has become an integral part of learning. The student as an agent of change brings dramatic growth when they are given the opportunities to voice out, take leaderships, and exhibit their inner talents. However, this growth happens only when they are engaged in meaningful and deep learning. Moreover, the leaders must always create an environment that supports other members in taking risks, invites participations, engages creativity and accepts diverse thoughts. Finally, the journey to deep learning has no short cuts, so the authors urge educators to think big and start small, for example like celebrating the little success and thinking of what should be done hereafter.

Chapter 5: Designing Deep Learning: Learning Partnerships

Designing deep learning builds partnership with educators, families, policy makers and society. The new pedagogical practices demand new roles for both teachers and students. The students are expected to build relationships with friends, teachers and family. Through this, the students develop a sense of belongingness and connection. The teacher as an activator should establish challenging learning goals and tasks that enhances the creation and use of knowledge. Providing powerful and strong feedback is very much important as it activates the learners to the next level of learning. As a culture builder, the teacher must create an environment that supports students' voices, and encourages the risk-taking mind to develop innovation, creativity, and interest. The teacher as a collaborator is like a bridge that connects the student, family and community. As much as the teacher and students have a greater role for impactful deep learning, the leaders must equally participate in new approaches. Considering their role as lead learners, they must develop collaborative learning culture and maximize the focus on deep learning by ensuring the timely intervention on new practices and assessments.

Chapter 6: Designing Deep Learning: Learning Environments, Leveraging Digital, Pedagogical Practices

Designing deep learning focuses on environment, leveraging digital and pedagogical practices that enhance the deep learning. The learning environment takes into account of disciplinary such as physical and psychosocial ambiences. The new approach to learning emphasizes a learning culture, which appreciates the creativity, curiosity, imagination and innovation. A good and specious virtual environment is a must for large and small group collaboration and quiet places for reflection, as well as an active area for investigation, communication, innovation, and creativity and documentation purposes. However, the infusion of digital facilities in teaching has a greater impact and we cannot deny that most recent technologies have come forward for solving our day-to-day problems. The effective use of digital facilities in school allows the students to research, apply knowledge, collaborate and share new learning with friends and people around the world. Further, it has shown that the students exhibit collaboration amongst peers, creativity and innovation, critical analysis, curiosity, active engagement and thoughtful reflection.

Chapter 7: Collaboration Counts: Inquiry That Shifts Practice

Collaborative as a powerful and capacity building approach helps the teachers, students and relevant agencies to examine the current learning situation and practices to support the deep learning.There are four phases to design a deep learning experience collaboratively. Phase One is about the mixed mode of assessment based on learning goals of students' need and interest. Phase Two involves designing learning experiences that engage the students to the optimum. This phase includes the selection of most effective pedagogies, learning partnerships, and an environment that fosters a culture of learning and use of the ICT and technologies. In phase three teachers closely monitors and observe the learners on how well they are learning and what they need to move on further. Finally, phase four is used to measure, reflect and change. Also, the moderation of collaborative learning occurs as three levels, at school, in clusters and at the school level.

Chapter 8: Condition that Mobilize Whole System Change: What is Whole System Change?

Bringing changes in the culture of learning is based on rethinking the process of learning. A whole system change is a shared and collaborative approach that involves students, teachers, and leaders in schools, relevant agencies and stakeholders at district cluster, national and international levels. To lead a whole system change is a complicated task, as it demands everyone to have a new understanding and knowledge as well as exhibit skills at different levels. Five learning conditions that influence the deep learning are; vision and goals that clearly states the strategy; leadership that takes up the role of lead learner and focuses on change as per the need; learning culture that encourages the collaborative and capacity building. The three phases of these new dynamic changes are clarity, depth, and sustainability. Clarity focuses on shared understanding and expertise. The second phase is to build deep precision in pedagogy and enhance the collaborative inquiry that leads to redesign of learning cycles. The sustainability in the third phase is to embed the learning design cycles across the whole school system.

Chapter 9: New Measure for Deep Learning: New Measures.

The capacity to measure learner's progress and success directly depends on the design, implementation and assessment processes. The six learning competences are the central focus however; and the mode of measurement differs from the types of assessment in the education system. That is, successful and meaningful measurement should identify and define what is important for the leaners. It should also clearly state what success looks like at different levels of development using the structured rubrics. The deep learning progressions for the 6Cs are developed focusing on learning at different levels. Further, the six competences are broken into five aspects; working interdependently as a team; interpersonal and team-related skills; social, emotional, and intercultural skills; leveraging digital resources and managing team dynamics. The students' development for each dimensions are rated base on limited to proficient levels. Findings from the deep learning exemplar reveals that deep learning supports a wide range of assessments and approaches to measurement.

Section III is about the new discoveries and challenges through the journey of the deep learning process. There is only one chapter under section III.

Chapter 10: Sirens or Salvation: Deep Learning Hell or Heaven

Chapter 10 of section III provides the authors' perspectives and implication on deep learning in the schools. They have developed 10 ways to die with deep learning and 10 ways to get to deep learning heaven. Putting deep learning into real field practice is a big hurdle as it involves innovation, new relationships, and discoveries that are unknown before. Similarly, many teachers, students and leaders have faced challenges in implementing new approaches to learning. Quite often bringing new changes or shifts into any systems faces many restrictions. However, besides the challenges, the implementation of deep learning has seen that the learners are equipped with 6Cs, which indicates that the deep learning has happened.

This book proves to be a complete package of guidelines for all the teachers who aspires to engage their learners and groom them into competent and responsible citizens in this 21st century. Through these ten chapters, readers can find ideas and methods to engage the learners so they are equipped with six global competences. The relevant examples and case studies conducted around the world makes this book authentic and beneficial to teachers, students and leaders. Moreover, the catchy phrases and quotes on every topic gives the gist of the whole lesson.

About the Author
Lhadon is a teacher at Trashi Yangtse Lower Secondary School in Bhutan. She has been teaching English to primary children over 12 years. She completed her Bachelor of Education in Primary Curriculum Studies from Paro College of Education in 2008. She received Master's degree in Curriculum and Instruction from Rangsit University, Thailand in 2020. Her interest includes improving English reading and writing skills in students.